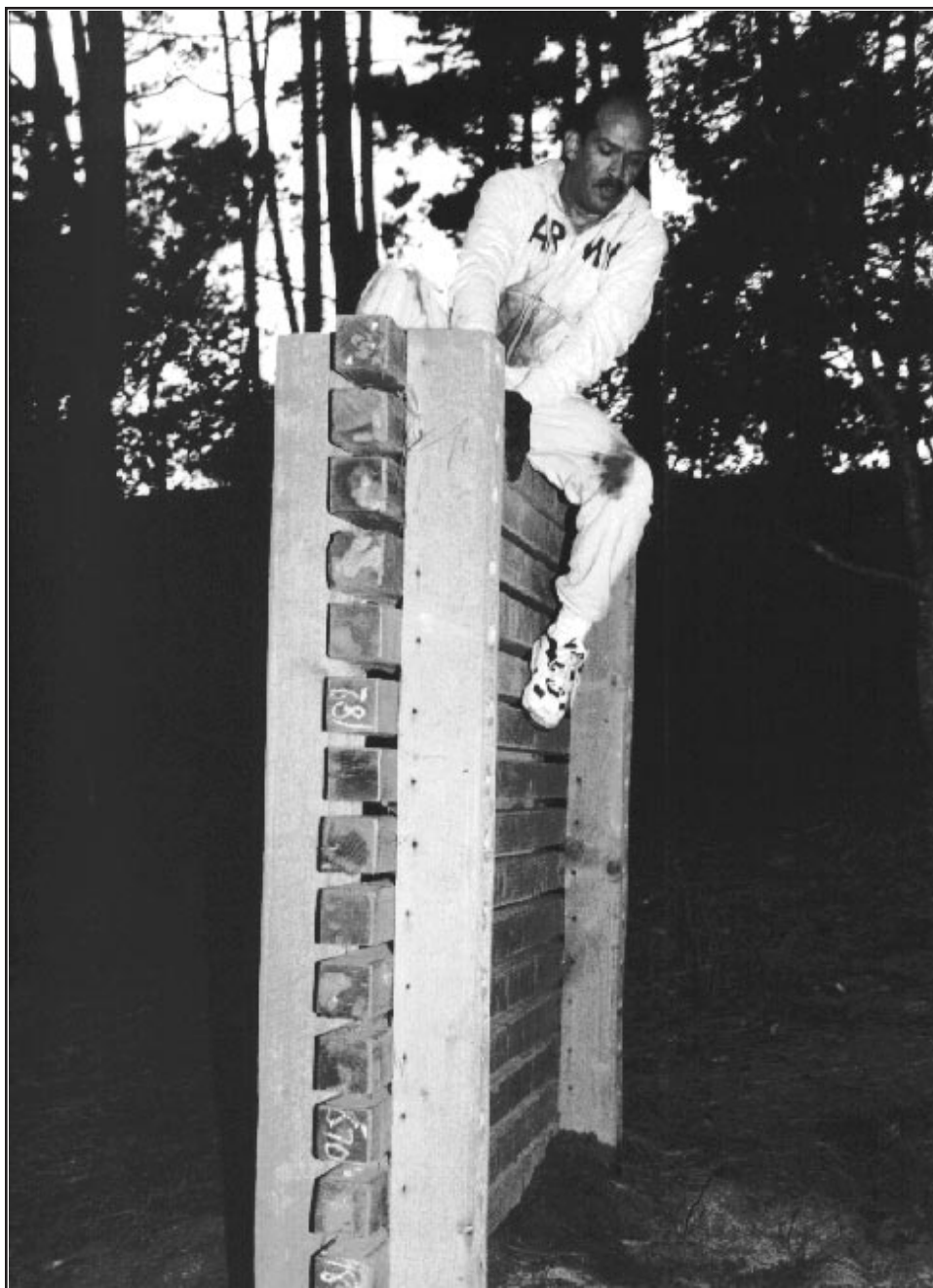


January 1998

# GLOBE

*Serving the military and civilian community of the Defense Language Institute Foreign Language Center and the Presidio of Monterey*

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***Obstacle course tests  
soldiers' physical fitness***

# Presidio Portrait

of

Master Sgt. David Bartlett

Garrison Sergeant Major

Defense Language Institute Foreign Language Center, Presidio of Monterey

Master Sgt. David Bartlett is the Garrison Sergeant Major, Presidio of Monterey. In this position since June 1997, he is the enlisted adviser to the garrison commander.

He entered the Army in June 1977 as a military policeman and was assigned to the 374th Army Security Agency, Fort Carson, Colo.

In June 1980, he reclassified into the military intelligence field. Upon completion of the Electronic Warfare Signals Intelligence Analysis Course at Goodfellow Air Force Base, Texas, he was assigned as an analyst at the U.S. Army Field Station, Misawa Air Base, Japan. In October 1983, he was assigned as a project officer in the Test and Evaluation Branch, Directorate of Combat Developments, U.S. Army Intelligence Center and School, Fort Huachuca, Ariz. After 18 months, he was assigned as the noncommissioned officer in charge of the Technical Control and Analysis Element in the newly formed Training Support Company, Combat Electronic Warfare Intelligence, also with the Intelligence School.

After his tour completion in June 1986, Bartlett was assigned as the NCOIC of the Threat Exploitation Division, European

Defense Analysis Center, J2, U.S. European Command, Stuttgart, Germany. In June 1989, he was selected into the Drill Sergeant Program, with a follow-on assignment as a drill sergeant with Alpha Company, 344th Military Intelligence Battalion, Goodfellow Air Force Base. After two successful years in the program, he taught what was the Intermediate Analysis Course, now a part of the 98C Basic Noncommissioned Officer Course.

In June 1992, Bartlett was assigned as the first sergeant of the Headquarters and Headquarters Support Company, 205th Military Intelligence Battalion, Fort Shafter, Hawaii, and was a key player in the battalion's activation. In December 1993, he was transferred to the 733rd Military Intelligence Battalion, 703rd Military Intelligence Brigade, U.S. Army Field Station, Kunia, Hawaii, and assigned as the NCOIC of the Southeast Asia Branch of the Regional Signal Intelligence Operations Center. After six months, he was again appointed as first sergeant, this time with Headquarters and Operations Company, 733rd Military Intelligence Battalion.

In June 1996, he arrived at the Defense



**Master Sgt. David Bartlett**

Language Institute Foreign Language Center, and served as the first sergeant of Foxtrot Company, 229th Military Intelligence Battalion.

His awards include the Meritorious Service Medal with first oak leaf cluster, the Joint Service Commendation Medal, the Army Achievement Medal, the Joint Meritorious Unit Commendation Award, the Air Force Outstanding Unit Award, the Army Superior Unit Award, the Drill Sergeant Identification Badge, and the Driver's Badge.

Bartlett is married to the former Nancy Bishop, and has three children Christopher, Jeremy and Kelly. They currently reside in Seaside.



**Commander/Commandant**  
Col. Daniel Devlin

**Command Sergeant Major**  
Command Sgt. Major Debra Smith

**Editor-in-Chief**  
Lt. Col. Jack Isler

**Chief, Public Affairs**  
Michael Murphy

## GLOBE

*The Defense Language Institute Foreign Language Center  
Presidio of Monterey, California  
Command Publication*

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Page 6



Page 14



Page 16



Page 21

# GLOBE

Vol. 21, No. 1

January 1998

## —CONTENTS—

### **Command News**

Commander's Notes	4
Officials brief state senator on DLIFLC role	5
Col. Mettee-McCutchon retires, ends 26-year military career	6

### **Theme**

Japanese Branch aids students in reaching proficiency goals	8
Faculty Development Division courses	8
Chaplain stresses importance of understanding culture	9
Interservice leaders view DLIFLC's language capabilities	10
Academic Development offers additional courses for faculty	12
Provide feedback to the DLIFLC faculty	13

### **Features**

Former U.S. congressmen learn about military linguists	14
Air Force takes first in Commander's Run	15
Army turns over 52 acres excess land, facilities to Marina	16
Marine Corps Detachment members celebrate birthday	17
Wife reflects on Dr. Hans Munzer, his career accomplishments	18
Volunteers assist with Pebble Beach golf tournament	21

### **Presidio Pulse**

What recreational facilities do you use and how would you improve them?	22
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### **Dean's Honor Roll, Graduations**

Dean's List	23
Graduations	23

### **About the cover:**

Sgt. 1st Class Juan Pardosilva successfully completes an obstacle Dec. 1, as soldiers from Headquarters and Headquarters Company Element took part in physical fitness training on the Presidio of Monterey obstacle course. Obstacles on the course include a culvert, rope net ladder, low crawl under barbed wire, hurdles, tires and a wooden fence for scaling. (Photo by Bob Britton)

## Commander's Notes

### ***DLIFLC origins can be traced to 1941 Japanese language program at Presidio of San Francisco***

People familiar with the history of the Defense Language Institute Foreign Language Center know that its origins can be traced to the Japanese language program that was set up by the Army at the Presidio of San Francisco in November 1941.

Additionally, many people who have studied the history of U.S. military operations in the Pacific in World War II know that graduates of the DLIFLC program are among the heroes of that struggle that ended with the surrender of imperial Japanese forces in September 1945.

The first graduates of the program were Nisei, which is the Japanese name for the generation of Japanese-Americans born of immigrant parents. As military linguists they served with distinction in combat operations. Some of them gave their lives in battle.

Four buildings located on the Presidio of Monterey are named in their honor: Nisei, Hachiya, Mizutari and Nakamura halls. The wording on a plaque placed at a front entrance of Nisei Hall concludes with this statement: "Foreign language training was originated in the defense establishment largely through their efforts."

When defense planners recognized the importance of foreign language training for military personnel at the close of World War II, they had two main purposes. While the experience of World War II had taught America the value of language as a weapon of war, the Allied victory thrust our country into a world leadership role in the postwar era. Our country's leaders realized that foreign language training was needed by U.S. service members being assigned in unprecedented numbers to duties abroad, many of them



**Col. Daniel Devlin**  
**Commandant of DLIFLC,**  
**Commander of DLIFLC and the Presidio of Monterey**

tasked with helping rebuild the homelands of former enemies.

The Allied occupation of Japan lasted for seven years, during which an enduring bond was formed between the Japanese and American peoples. Historians credit the U.S. military for contributing heavily to the success of the effort.

To this day, service members study Japanese at DLIFLC as preparation for assignments there. Like their predecessors of more than 50 years, they win friends for America.

This issue of the **Globe** has as its theme the DLIFLC Japanese program, which has had a large part in proving the value of DLIFLC and its training to our nation and to the world.





# Officials brief state senator on DLIFLC role

## California Senator Bruce McPherson visits Presidio of Monterey

Story and photo by Joseph Morgan

**M**onterey and Defense Language Institute Foreign Language Center officials together outlined DLIFLC's importance at national, state and local levels for California State Senator Bruce McPherson, who visited the Presidio Nov. 7.

McPherson said the purpose of his visit was to listen and observe.

At DLIFLC McPherson was greeted by Col. David Gross, garrison commander, and by Lt. Col. Roderic Gale, associate provost and dean of students, who conducted an orientation briefing. In attendance were Monterey Mayor Dan Albert and Monterey City Manager Fred Meurer.

"We continue to conduct a marketing program (on behalf of DLIFLC) aimed at the state legislature, governor's office and the Department of Defense," Meurer said. He recounted a successful joint campaign waged by community leaders and DLIFLC officials in 1993 to dissuade Army decision-makers from seeking to conduct military training at a site in Arizona using contracted instructors.

"We ultimately were able to demonstrate that was not a good idea and that it was not going to save any money," Meurer said. "And more importantly, we demonstrated that it would destroy a very important capability of the Defense Department."

In an orientation briefing, Gale provided figures showing that a little more than 13 percent of all foreign language

training conducted beyond the high school level in the United States is centered at DLIFLC.

"Foreign languages are often the core of military intelligence," he told the visiting senator. University courses in foreign languages lack the military mission-related content that is built into DLIFLC courses, Gale said.

Meurer told McPherson military training establishments that are not viewed as directly related to warfighting will likely be viewed by some DOD decision-makers as expendable.

"That's because many of the people making budget decisions are warriors by training and background," he said.

"We learned a few things from the Fort Ord closure process," Meurer added. "One thing we learned is that base realignment and closure is a political process. The decision-making is political. It's not based on impartial judgment."

Meurer said the economy of the Monterey area is anchored in agriculture and tourism and that the military became a key player in the region's prosperity over recent decades.

"The loss of 35,000 people all very centrally located (at Fort Ord) was an alarm bell to us all," Meurer said. "It meant that the people of this community had to revise some of their thinking about the future. We had to find a way to turn the closure of Fort Ord into an asset."

Meurer said education and research are the region's growth industries.

"It's happening in two areas, especially," he said. "One area is marine, atmosphere and environmental sciences. The other is language and international studies. Both of them are very important



**California State Senator Bruce McPherson visited the Presidio of Monterey Nov. 7.**

to the national defense, and both of them are very important to California and to our regional economy."

The region's stake in language study and its interest in remaining the Language Capital of the World places Monterey and DLIFLC in a more active partnership than ever before, Meurer said.

DLIFLC was McPherson's first stop in an afternoon of orientation visits and tours of education facilities on the Monterey Peninsula. The senator also visited the Naval Postgraduate School; the Monterey Institute of International Studies; the Monterey Bay Education, Science and Technology Center, University of California; and California State University, Monterey Bay.

McPherson represents California's 15th Senate District, which includes Monterey, San Benito and Santa Cruz counties, and a portion of Santa Clara County. He was elected to the state senate in 1996 after serving three years in the state assembly.



# Col. Mettee-McCutchon retires

## Former DLIFLC commandant ends 26-year military career

By Bob Britton

Col. Ila Mettee-McCutchon ended her 26-year Army career during her retirement ceremony at Soldier Field Dec. 4. During her three years at the Presidio of Monterey and the Presidio Annex, she held leadership positions as the first Presidio garrison commander, the Defense Language Institute Foreign Language Center commandant and DLIFLC and Presidio commander, and the chief of the Base Realignment and Closure and Environmental Directorate.

Col. Daniel Devlin, DLIFLC commandant and commander of DLIFLC and the Presidio of Monterey, hosted the

event as the reviewing officer for the Army and the 229th Military Intelligence Battalion soldiers on the field.

During the ceremony, Mettee-McCutchon received the Legion of Merit award, her retirement certificate and a retirement pin, while her husband, retired Lt. Col. John McCutchon, received a certificate of appreciation. Flowers were presented to her daughter Erin and her mother, Ruth Mettee.

During his speech, Devlin mentioned his long friendship with Mettee-McCutchon and that both were students together at the Command and General Staff College and later at the Army War College.

Devlin stated comparisons between

yesterday's Women's Army Corps when Mettee-McCutchon first joined the Army and today's DLIFLC student enrollment. When she came into the Army, women were not treated equally with their male counterparts with responsibilities and duties. But that changed in later years of her Army career, Devlin said.

"Our 229th MI Battalion is the largest one in the world," Devlin said. "Currently, 35 percent of DLIFLC students and faculty are women, and two of our companies have at least 50 percent women. We've come a long way since the Women's Army Corps became part of the regular Army."

Mettee-McCutchon



Col. Ila Mettee-McCutchon

handled responsible military intelligence leadership positions throughout her career, which gained the respect and admiration of her peers and leaders. She and her husband have a combined 50-years total military service, Devlin mentioned.

"No military mission can be accomplished without teamwork," said Mettee-McCutchon. "I had lots of mentoring help along the way during my career, especially from noncommissioned officers, other officers, my parents, my husband and my daughter. Retired Lt. Gen. Sidney Weinstein was one of my mentors who taught me to respect all others, take on all missions and seek out challenging and difficult assignments. I always try to give credit where it is due. Thanks to all."

A few days before her retirement, a local television reporter asked her advice about young women joining the military service.

"Women are only one-half of the military forces, so we shouldn't forget about young men for a possible military career in the different services," Mettee-McCutchon said. "Young people should



The DLIFLC Army Color Guard participates in the retirement ceremony for Col. Ila Mettee-McCutchon at Soldier Field Dec. 4.

come into the services if they want meaningful employment, to learn discipline, do what's right and fair and give credit to others for their ideas or work."

A reception at the Weckerling Center followed the retreat and retirement ceremony. The Edge Club catering staff provided food and refreshments. During this event, some local mayors and a representative of Rep. Sam Farr's office, D-Carmel Valley, presented Mettee-McCutchon with plaques and proclamations. The Presidio of Monterey Police gave her a plaque with an enlarged police badge. Devlin presented her with the garrison flag which flew during her ceremony, an aerial photo of the Presidio, and read some letters from her military friends.

One such letter came from a former mentor, retired Lt. Gen. Weinstein which read in part:

"You have performed many difficult jobs, often under very demanding circumstances, and you have displayed a degree of competence seldom seen in our Army. Your dedication, loyalty, honesty and integrity have always been impeccable and should serve as a model for all officers. You always tried to do what was right and what was best for the mission and soldiers and not what was best for you."

Mettee-McCutchon arrived in October 1994 for a brigade-level assignment as the first Presidio of Monterey Garrison Commander. She had responsibility for cleaning up and eliminating hazardous waste and unexploded ordnance on the former Fort Ord, turning over excess Army property, and relocating several offices or directorates to the Presidio. She represented the Army as it turned over the former Fritzsche Army Airfield to the city of Marina in 1995, 7,000 acres to the Bureau of Land Management, and the Fort Ord schools to the Monterey Peninsula Unified School District. Her staff also ran the behind-the-scenes operations and planning when President Bill Clinton formally dedicated California State Uni-



**Col. Ila Mettee-McCutchon and her family prepare for the retirement ceremony at Soldier Field. (L-R) The colonel's family: parents, John and Ruth Mettee; daughter, Erin; and husband, retired Lt. Col. John McCutchon; wait with her for the ceremony to begin.**

versity at Monterey Bay on Labor Day 1995. She remained as garrison commander until October 1996, when she became the chief of the Base Realignment and Closure and Environmental Directorate.

For a brief three-month period from December 1995 to late February 1996, she wore the three hats of garrison commander, the DLIFLC commandant and DLIFLC and Presidio of Monterey commander, until Devlin took over those responsibilities as commandant and installation commander. One of her main responsibilities was bringing the Presidio installation up to the U.S. Army Training and Doctrine Command's standards as a separate installation. This she and her staff accomplished.


After Devlin took command, she reverted back to her brigade-level position of garrison commander. Then she became the BRAC and Environmental Directorate chief in October 1996.

Prior to her assignment to this area, Mettee-McCutchon served in a joint duty assignment with the NATO International

Military Staff at Brussels, Belgium. There she worked "Partnership for Peace" agreements between NATO and the former Warsaw Pact nations and routinely briefed ambassadors of NATO countries on military activities in Bosnia.

Other key assignments included commanding Headquarters and Headquarters Company, 525th Military Intelligence Brigade, Fort Bragg, N.C.; serving as chief, Joint Intelligence Center, the U.S. Southern Command in Panama, during Operation Just Cause in 1989; and commanding the 741st Military Intelligence Battalion, the largest MI battalion in the Intelligence and Security Command, 704th MI Brigade, located at Fort Meade, Md.

She is a charter member of the Women in the Military Services for America and attended the opening ceremonies of the recently dedicated Women's Memorial in Washington, D.C.

She and her family will remain in the Monterey Bay area. Her husband serves as the director for the Fort Ord Alumni Association at CSUMB. 

# Japanese Branch aids students in reaching proficiency goals

By Takashi Kato  
Assistant Professor, Japanese Branch

Upon entering the Japanese Branch, Asian School I, you will notice that the classroom is an unusual mix of men and women. Some are youthful-looking soldiers, a few are seasoned veterans wearing the 0-5 insignia and many are 0-3s and noncommissioned officers, the workhorse of the military. More than a handful wear the ranger patches, Airborne wings, Combat Infantryman's Badges and SEAL badges. The pilot's wings too are seen here and there. The "Right patchers" sit side by side with those who just completed their boot camp. Bright colors of civilian clothes among the green, the khaki and the blue give a welcome accent to the class and soften the atmosphere. In short, the Japanese Branch is a microcosm of the military — or for that matter, the American society as a whole.

Learning in this rare environment found only at certain Defense Language Institute schools requires special skill — or maturity. Students, among themselves, must develop a sense of respect and willingness to help each other regardless of rank and prior experience. Sensei, meaning "teacher" in Japanese, must also be flexible. Teaching a 40-year-old 0-5 with a doctorate in

aerospace engineering is one thing. Teaching a 19-year-old E-1 fresh out of high school with a sponge-like mind is quite another.

Yet the goal remains the same for everyone; scoring 2/2/2 or better proficiency levels in listening, reading and speaking after a 63-week course. To achieve it, we started to place even more emphasis on listening comprehension than last year. This is because a number of students had missed 2/2/2 by just one point in listening in the past. Students endure at least three hours of passive listening exercises of varying difficulty — from transcription, extracting essential elements of information to answering content questions every day. The instruction is given almost entirely in Japanese from the beginning which makes active listening a routine as well. As a result, the 2/2/2 ratio jumped from 33 percent in fiscal 1996 to 69 percent in fiscal 1997, and the welcome trend appears to be continuing.

Despite a drastic impact from a recent reduction in force, which practically cut the branch in half, we at the Japanese Branch are determined to help our students, new to the military and combat veterans alike, become 2/2/2 linguists, which is just the first step of a life-long commitment of foreign language learning.



## Faculty Development Division Professional Development Courses for February/March

For details, future courses or to reserve a slot, contact Steve Koppamy at 242-5513.

Course	Dates	Times	Location	Slots
Pre-Instructor Certification Course (40 hours)	Feb. 2-6	8 a.m. - 4 p.m.	Building 635, room 15	12 slots
Instructor Certification Course (80 hours)	Feb. 9-20	8 a.m. - 4 p.m.	Building 635, room 15	12
Practicum (40 hours)	Feb. 17-20	8 a.m. - 4 p.m.	Building 635, room 15	12
Introduction to FLOs (two hours)	Feb. 2, 3, 4, 5	2:40 - 4:40 p.m.	TBA	20
Transcription for Accuracy and Fun (two hours)	Feb. 9, 10, 11, 12	2:40 - 4:40 p.m.	TBA	20
Teaching Listening Comprehension (two hours)	Feb. 17, 18, 19	2:40 - 4:40 p.m.	TBA	20
Teaching Speaking (two hours)	Feb. 23, 24, 25, 26	2:40 - 4:40 p.m.	TBA	20
Professional Development Course				
– Recertification (40 hours)	Feb. 2-6, 9-13, 23-27	8 a.m. - 4 p.m.	TBA	12
Preparation for the TOEFL (twice weekly, 12 weeks)	Feb. 24 - May 16	2:40 - 4:40 p.m.	Building 635, room 9	14
Basic English Proficiency (twice weekly, 12 weeks)	Feb. 23 - May 15	7:45 - 9:45 a.m.	Building 635, room 9	14
Pre-Instructor Certification Course (40 hours)	March 2-6	8 a.m. - 4 p.m.	Building 635, room 15	12
Instructor Certification Course (80 hours)	March 9-20	8 a.m. - 4 p.m.	Building 635, room 15	12
Practicum (40 hours)	March 17-20	8 a.m. - 4 p.m.	Building 635, room 15	12
Teaching Reading Comprehension (two hours)	March 2, 3, 4, 5	2:40 - 4:40 p.m.	TBA	20
Small Group Work (two hours)	March 9, 10, 11, 12	2:40 - 4:40 p.m.	TBA	20
Working With Videos (two hours)	March 16, 17, 18, 19	2:40 - 4:40 p.m.	TBA	20
Textbook Analysis and Adaptation (two hours)	March 23, 24, 25, 26	2:40 - 4:40 p.m.	TBA	20
Professional Development Course				
– Recertification (40 hours)	Feb. 2-6, 9-13, 16-20, 23-27	8 a.m. - 4 p.m.	TBA	12





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# Developing passion for a language

## *Chaplain stresses importance of understanding culture, examining its religious, social and historical dimensions*

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**By Army Chaplain (Maj.) Kenneth Sampson**  
**World Religions Instructor, Directorate of Curriculum and Instruction**

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**W**hile eating lunch at our Belas Dining Facility recently, I was explaining curriculum development work to DLIFLC students who shared the mealtime. We discussed the significance of culture for future military intelligence linguists. I stressed the importance of understanding culture — its religious, social and historical dimensions. Then Pfc. Mikell Celeste asked, “How else can we expect to develop a passion for language, unless we take into account these areas?”

Passion for a language — an excitement, enthusiasm, and strong affection for the tongue we study — is a frame of mind many of us desire. This month, the *Globe* magazine focuses on the Japanese language program. How do we acquire an appreciation for the feel and setting and texture of the Japanese language? What stimulates further understanding of the life and color expressed by Japanese?

By probing the following areas, linguists can develop a love for their language. Though focused upon Japanese in this article, these brief suggestions can readily be applied to any language.

### **History and literature**

Reading novels, poetry, biographies and military adventures immerses us in a people’s culture. Chamberlin and Aiso libraries contain a rich assortment: James Clavell’s “*Shogun: A Novel of Japan*,” Yasunari Kawabata’s “*Snow Country and a Thousand Cranes*,” John Toland’s “*Occupation*,” and Tad Ichinokuchi’s “*John Aiso and the Military Intelligence Service*.”

### **Art, architecture, music and plays**

Learning to appreciate Japanese Noh drama’s slow pace, masks and tragic themes; or architecture which accentuates the use of space and setting to create an ambiance of serenity and harmony, enables us to “get under the skin,” and see the world through the eyes of those whose language we study.

### **Religion**

Understanding a country’s religious dimensions gives insight into a people’s spirit, life perspective and attitudes toward the holy. Japan’s unique blend of Shinto, Buddhist and new religious expression is central to understanding current trends in her society. Reading such books as Shausaku Endo’s “*Deep River*” can sensitize us to significant spiritual nuances within Japanese society.

### **Current events, videos and travel guides**

Recent newspaper obituary accounts of Nobuo Fujita, who in World War II flew a plane launched from a surfaced submarine to bomb Oregon forests, stimulate curiosity. Browsing guides like the “*Lonely Planet Travel Survival Kit — Japan*” or “*Insight Guides — Japan*” arouse excitement for the land whose language we are privileged to study. Articles such as “*Sumo*” in the July 1997 *National Geographic* can help us understand aspects of a culture which might seem strange to us.

Some may respond, “Yeah chaplain, how do you expect me to find the time to follow up on all these areas? My mind is already overburdened with vocabulary to review, grammar to understand, tests to study for, difficult pronunciations to master. You expect too much.”

Even with the pressures of time and saturation fatigue, we can take steps to acquire linguistic passion. Simple practices help. Keep a three-ring binder of handouts given during classes. Make an in-class notebook of significant books, news items and cultural topics discussed. Inquire about concepts not understood. Ask instructors for their favorite movie, novel or historical narratives. Then, during a holiday, long weekend, or post-graduation break, read the books.

Recently retired Chief of Staff of the Army General Gordon Sullivan wrote, “Books are an important part of any ... leader’s professional development ... I tell people that history strengthens me — it helps me and, I would hope, others realize that mortal [humankind] can overcome the obstacles in their path, transforming their situation through sound decisions and steadfast applications of will ... My point is read to relax, to learn, and to expand your horizons.”

Linguists who include cultural dimensions in their learning, sensitize their minds to a fuller understanding of the language they study. Passion grows. Strength results. Gratification increases. And, appreciation of the rich variety of God’s creation ensues.



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# Interservice leaders view DLIFLC's language capabilities

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Story and photo by Bob Britton

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**I**nternational language experts consider the Defense Language Institute Foreign Language Center as the best facility of its kind in the world. Many senior leaders from the different military services and military health care made their first trip to the Presidio of Monterey to attend the Deputy Executive Board meetings Nov. 19-20. Robert Seger, the assistant deputy chief of staff for training, the U.S. Army's Training and Doctrine Command, hosted the DEB meeting.

Board members consist of interservice training and educational experts from the five military services, including the Coast Guard. Members meet about four times annually on military installations which have Interservice Training Review Organization or people from other services training on Army bases. Normally, each service's principal deputies for training belong to the organization.

"Maj. Gen. Leroy Goff III, the Headquarters Training and Doctrine Command's deputy chief of staff for training, organized the meetings to familiarize his counterparts with the mission, capabilities and accomplishments of DLIFLC as a joint service language training facility," said Maj. Keith Davis, the TRADOC DEB coordinator. "Goff wants to show DEB members there are no major problems with the quality of life, training or operations at DLI."

The DEB started in 1992. Before then, the Executive Board was the four-star general officer Interservice Training Review Organization participant. Deputy Executive Board members review and approve service commanders' actions, approve ITRO studies and recommendations which start, stop or change ITRO courses, or other action requiring general-officer level authorization. Board

decisions don't require higher level review, according to Davis.

During the DLI conference, Col. Daniel Devlin, DLIFLC commandant and DLIFLC and POM commander, and Lt. Col. Roderic Gale, associate provost and dean of students, briefed the military dignitaries on significant language accomplishments and issues which need general officer attention.

Devlin provided a short history of the Presidio to the dignitaries, from its beginning in 1770 to the present. He included a history of the remaining buildings built between 1900 and 1910, now state monuments, and described their changing use over the years from barracks to classrooms.

Gale gave the visitors some background information on the Presidio and Presidio of Monterey Annex. The POM Annex or the military enclave of the former Fort Ord consists of 750 acres with a resident population of 5,500 residents, who live in 1,587 housing units, according to Gale.

He told the group about the status of the Base Realignment and Closure and Environmental situation on the Annex and disposition of excess Army property. So far, 10,000 of the 28,000 acres of the former Army base have been cleaned up and turned over to civilian agencies such as California State University at Monterey Bay or the Army airfield to the city of Marina. Another 12,000 acres have been freed of hazardous waste and unexploded ordnance and turned over to the Bureau of Land Management. Some 5,000 acres remain under Army control and still need to be cleaned up. Six years of the BRAC process have been completed, while cleanup will take up to 10 years to complete.

"Our DLIFLC mission trains military linguists in basic, intermediate, advanced and specialized language programs," said Gale. "We train linguists to maintain and sustain their proficiency

levels after they leave the Institute. During the last fiscal year, we provided 565,000 hours of language training or 13 percent of the total language training in the United States. Arabic is our largest DLI training program, while Spanish is the largest language taught through the DLI Washington branch.

"We teach students Final Learning Objectives which cover 33 tasks, conditions and standards for military linguists. DLI is customer oriented," Gale continued. "Part of the FLO skills include job skills such as translating, transcribing and interpreting the different languages for military users. Students learn about area studies, and we teach Arabic dialects in Egyptian, Iraqi and Yemen. Our students are in classes from 8 a.m. to 4 p.m. daily learning only their target language. Plus, they normally have about three hours of homework."

In 1992 the General Officer Steering Committee changed DLIFLC goals from 2/2/1 proficiency levels in listening, reading and speaking to 2/2/2 proficiency levels in the three categories.

"Our native speaker faculty members are well educated," said Gale. "We offer members advanced in-service training either on or off post. Last fiscal year, we went down 4 percent for the academic attrition rate and 13 percent for administrative attrition. The average course curriculum is 10 years old, while some language program curriculum are 30 years old. The Korean and Spanish programs have been completely revised within the past year, and we are working on others to teach the most current material."

After students graduate from the Institute, the Monterey language facility reaches out to them in the field. Communication and training include the Command Language Program Managers courses and seminars, Mobile Training Teams visiting field sites, Video TeleTraining courses taught through fiber-optic satellite systems, and the



**Members of the joint services Deputy Executive Board and its Interservice Training Review Organization meet at the Presidio of Monterey's Munzer Hall Nov. 19-20.**

Worldwide Language Olympic program incentive.

"DLIFLC also provides global language contingency support," said Gale. "For example, we sent military linguists and support material to military forces during Operations Desert Shield/Storm in 1990, Somalia in 1992, Haiti and the Los Angeles earthquake victims in 1994 and ongoing Coast Guard search and rescue operations. We've sent linguists in 1993 and 1996 for the World Trade Center bombing trial in New York, and material and linguists for the deployed troops in Bosnia."

Another part of the DLIFLC mission evaluates all Defense Department language testing and effectiveness. This facility is authorized as in international language laboratory, which develops new teaching methods and tests such as the FLO tests and CD-ROM computer language programs, and the LingNet computer worldwide web site. Future horizons meet changing DOD language demands and requirements, use a sustained life-cycle approach for military linguists, anticipate modern technology such as computer-assisted study and develop classrooms without walls, mentioned Gale.

Part of the presentation to the digni-

taries included a video demonstration by Interactive Drama, Inc., a private company which developed a unique way to teach languages. The CD-ROM demonstration featured a taped native Arabic speaker and how live students could interact with that speaker by asking a series of questions and receiving an answer from the programmed teacher.

Before the briefing ended, Seger said he thought a big language problem existed. His concern was the military services sustaining language proficiency after DLIFLC graduation, especially for Reserve Component people and those people who normally don't use their language skills in their jobs. Gale told him and the other panel members about the different language sustainment programs available from the Institute and also about linking up with the DLIFLC LingNet worldwide web site.

ITRO's mission covers all joint service institutional training and provides technology support and people resources for the training. Under the ITRO training umbrella, there are 144 interservice courses, which consist of 81 consolidated ones for all services on Army installations, and 63 other collocated programs where other services train on Army posts. The Army hosts some interservice

courses at each TRADOC post, Davis said.

For simplicity purposes, Defense Department officials consider TRADOC as the Army's school principal who operates or controls all Army training schools, such as DLIFLC. These range from basic combat training to military occupational specialties such as armor, infantry, artillery, intelligence, communications, and beginning, intermediate and advanced noncommissioned officer and officer courses. On the other hand, TRADOC's counterpart, Forces Command, trains and maintains the fighting force at places like Fort Bragg, N.C.; Fort Campbell, Ky.; Fort Drum, N.Y.; or the National Training Center at Fort Irwin, Calif.


Representatives from the different military services attended the Deputy Executive Board meeting. Other Army players beside Seger included Ed Shepherd from the TRADOC ITRO steering committee group and Davis.

Maj. Gen. Richard Marr, the director of Operations, Air Education and Training Command, and Col. Steven Cady, the ITRO member and chief of the Interservice Training Branch, AETC, Randolph Air Force Base, Texas, represented the Air Force.

Navy members included Rebecca Paulk and Capt. Jerry Reeves from the office of the Chief, Naval Education and Training Command; and Quave Smith, the CNET ITRO member.

Marine Corps people were Paul Duffy, Marine Corps Combat Development Command; and Lt. Col. John Cowan, chief of the Joint and Interservice Training Branch, MCCDC.

Navy Capt. Janet Higgins, chairperson of the Navy's Health Care Committee, DEB; and Dr. Mort Lockett, Secretariat from the HCC and a DEB steering committee member, represented the military health care program.

Coast Guard Capt. James Willis, chief of the Office of Training and Performance Consulting Division, Headquarters, Coast Guard, represented his service at the meeting. 

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## Academic Development offers additional courses for faculty

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By Steve Koppany  
Deputy Chief, Faculty Development Division

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**F**oreign language education is a highly specialized academic discipline, comprising both theory and practice. Because few of the current faculty have this specific academic preparation, those teachers interested in advancement in rank may find it necessary to take additional academic courses in the field of foreign language education. The Academic Development Program offers these courses to improve the faculty's skills in various areas of foreign language teaching and learning.

Over the past several years, many Defense Language Institute Foreign Language Center teachers have taken advantage of the Master of Arts in the Teaching of Foreign Languages Program at Monterey Institute of International Studies. DLI's Academic Development Program is designed to help teachers whose English proficiency falls just short of the MIIS admissions requirement, i.e., a score of 600 or higher on the Test of English as a Foreign Language examination, to acquire foreign language education specific training.

Although completion of the Academic Development Program will not earn participants college credits or diplomas, successful completion will be recorded in Faculty Development's training data base. These academic courses may enhance a teacher's ability to advance in the Faculty Personnel System from the rank of assistant professor to associate professor or to compete for special assignments.

The first of a series of courses will commence in February under the title Introduction to Foreign Language Education, Part I: Instructional Options. The program will offer the second part of this course, Teacher Development Practicum, in the fall. Eight to 10 more courses will be added thereafter to complete the program. These will deal with such topics as second language acquisition, curriculum development to include syllabus design, foreign language testing, foreign language research, foreign language program planning and supervision of foreign language programs.

The first course, FLED I, seeks to develop the teachers' awareness of and knowledge about many of the significant variables in the instructional process: the learner, the teacher, the learning process, the learning environment, some values and assumptions about how people teach and learn, institute objectives, teaching methods and approaches, teaching techniques, learning materials and lesson design, and the "how" and the "what" of the teaching/learning process. Teachers will synthesize the awareness and knowledge they have acquired in FLED I

by creating a final project that reflects and integrates the above topics.

The second course, FLED II, builds directly on teachers' awareness and knowledge from FLED I, to progress to developing and improving the teachers' skills and abilities in classroom practices. This course, therefore, will be a practicum that focuses on the professional development of the classroom teacher via a critical and reflective approach to examining teaching and learning. This goal will be carried out through a semester-long process of teaching specially-prepared lessons and reflectively evaluating them. Central to this process is developing the teachers' ability to objectively observe and collect information about their teaching; use these data to examine their assumptions, beliefs, and teaching practices; evaluate this information for the purpose of making decisions about their teaching; and make changes to the teaching.

The courses offered under the Academic Development Program will be developed and taught by Faculty Development Division personnel, and qualified guest lecturers. The program is open to both civilians and military language instructors. Specific requirements include a bachelor's degree, inability to enroll in the DLI-sponsored MATFL program, a minimum of three years of service at DLI and an academic rank for civilians of instructor, senior instructor or assistant professor.

Candidates accepted into the program must meet the following criteria:

- ☐ be willing to do all academic work outside of duty hours, except for in-class time and for using the library;
- ☐ teach regular hours while enrolled in class;
- ☐ attend all classes (no unexcused and not more than two excused absences will be permitted);
- ☐ agree to both classroom observations and video taping;
- ☐ redo work that does not meet course standards.

Successful completion of FLED I and FLED II will be a prerequisite for enrollment in all subsequent courses. If faculty members begin the course and drop it, this will be recorded in the Faculty Development Division's comprehensive training data base. These individuals would not be eligible to enroll in future courses offered under the Academic Development Program unless they complete the requirements of both FLED I and FLED II.

Classes will commence in the first week of February, and will meet Mondays and Thursdays, from 2:40 to 4:40 for 16 weeks. Classes will meet in the CPO Training Room, Room 8, Building 634.

Interested candidates should apply for admission through their respective departments to the dean, who will submit the names of two nominees per school to Curriculum and Faculty Development.

For more information, contact me at phone 242-5513, fax 242-6466 or at "koppany@pom-emh1.army.mil" via e-mail.





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## Defense Language Institute Foreign Language Center

Provide feedback to the faculty via electronic mail



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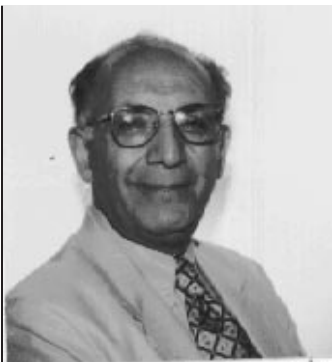
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## Former U.S. congressmen learn about military linguists, Defense Language Institute Foreign Language Center

Story and photo by Bob Britton

About 30 former United States congressmen learned about military linguists and the Defense Language Institute Foreign Language Center during a briefing at Weckerling Center Nov. 14. The Fort Ord Alumni Association and California State University at Monterey Bay sponsored the visitors to inform them about the importance of military language training at DLIFLC and the Presidio of Monterey.

Guest speakers included Lt. Col. Roderic Gale, the Institute's associate provost and dean of students; Col. Dan Devlin, DLIFLC commandant and DLIFLC and Presidio commander, and Fred Meurer, Monterey city manager.

Devlin described the Institute's increase in student capacity by 1,200 during the past 18 months. This is based on the needs of the different services and the military intelligence community. He also mentioned women make up 35 percent of the students, staff and faculty.

Gale gave the visitors an overview on the school's missions and comparisons with civilian college language training. Some specialized language training includes the On Site Inspection Agency Russian program, a program for some German scientists, and others for other federal agencies.

"The Institute offers 45 semester hours of different language college credits, and we provide 565,000 hours of language training in different languages on an annual basis," Gale said. "We have about 2,700 students in classes each day learning intensive language study. A DLIFLC language graduate is the equivalent of 10 years of college language training. We also teach students about Final Learning Objectives, where the military students become proficient in their language, and they learn job skills and military-related language skills."

In his briefing, Gale mentioned that 71 percent of the student population becomes cryptologic linguists, 21 percent track as military language interpreters, and the other 8 percent of linguists are from other federal agencies.

Although DLIFLC has a large Spanish enrollment in this 25-week Category I

language, many students are enrolled in the 47-week Category III program of Slavic or Near East languages such as Russian, Serbian-Croatian, or Persian Farsi. The Institute's most difficult languages for Americans are in the 63-week Category IV training programs such as Korean, Japanese, Chinese-Mandarin and Arabic, mentioned Gale.

"We have a total workforce of 1,619 people, which includes about 746 native-speaking civilian teachers, 700 other civilian employees, and the rest are active-duty military staff and faculty employees," Gale said. "Last January the Institute started its Faculty Personnel System, which is a merit-based civilian pay system rewarding qualified instructors for outstanding performance based on the quality and quantity of their work."

The visiting former congressmen and their families also found out about other DLIFLC programs which support military linguists in the field. For example, the military services use 250 Command Language Program managers worldwide to keep their military linguists proficient in the skills of listening, reading, writing and speaking. The Institute also sends 70 Mobile Training Teams to different military installations to teach short-length refresher language courses or help field linguists begin new language training programs, Gale mentioned.

Another successful DLIFLC training tool is Video



Air Force Lt. Col. Roderic Gale, associate provost and dean of students at DLIFLC, briefs visiting former U.S. congressmen at Weckerling Center Nov. 14.

TeleTraining using live satellite communications feeds. Institute instructors speak live from the Presidio to 13 different locations worldwide where military linguists are stationed. Last year the VTT studios and teams logged about 6,000 hours for this type of teaching, Gale mentioned.

The visitors also learned about our capabilities to support contingency operations or deployments with basic language survival kits. In recent years, the Institute provided survival kits to military forces deployed to the Persian Gulf region, Somalia, Haiti and to Bosnia. These kits contain audiocassettes, cards and small books with basic language phrases such as greetings, stop or go, or simple requests for directions, transportation or meals for the non-linguist service member.

Meurer told the group about this area being the Language Capital of the World with its core language and international studies programs through cooperation among the different facilities. He mentioned DLIFLC, the Naval Postgraduate School, the Monterey Institute of International Studies, CSUMB, Monterey Peninsula College, Hartnell College, and AT&T Translation Services.

"Before Fort Ord closed in 1994, it had 6,400 on-post military housing units to serve 7th Infantry Division (Light) soldiers and their families and some student families from the Naval Postgraduate School and DLIFLC," Meurer said. "This area has a large military retiree population, and many of them manage or are executive officers of civilian nonprofit agencies."

"In 1993 DLIFLC came out on the Base Realignment and Closure Commission hit list. The BRAC group recommended the Institute close its facilities in Monterey and relocate to Fort Huachuca, Ariz.," Meurer said. "However, DLI was taken off the hit list later that year after local community and DLIFLC leaders convinced them the school should remain in Monterey with its resources and native-born instructors."

After Fort Ord closed, Monterey County lost about 35,000 people or 10 percent of its population base. At the same time, the city of Monterey increased its service support of firefighters to the Presidio. About 35 percent of the city budget or \$14 million comes from the hotel transient occupancy tax to help pay for these police and fire protection services, mentioned Meurer.

He told the visitors this area has cooperation among the military, the business community, tourism, education and agriculture. NPS emphasizes marine, atmospheric and environmental graduate degrees and also has the Fleet Numerical Meteorology and Oceanography Center. The former Fort Ord hospital now provides office space for the Defense Management Data Center, a regional center of the Defense Finance and Accounting Service, and the Defense Eligibility Enrollment Reporting System or DEERS, which provides a military data base for military personnel and their families to use military facilities such as the post exchange, commissary or limited local medical facilities.



## Air Force takes first place in Commander's Run Dec. 3

Congratulations to members of the Air Force's 311th Training Squadron who took first place in both heats of the Commander's Run Dec. 3.

The following are the top five final results of heat 1 (females):

First place -- 311th TRS, 14:14

Second place -- Company B, 229th Military Intelligence Battalion, 14:16

Third place -- Company C, 229th MI, 15:06

Fourth place -- Company D, 229th MI, 15:55

Fifth place -- Company F, 229th MI, 16:28

The following are the top five final results of heat 2 (males):

First place -- 311th TRS, 12:02

Second place -- Company A, 229th MI, 12:02

Third place -- Company C, 229th MI, 12:18

Fourth place -- U.S. Marine Corps Detachment, 12:25

Fifth place -- Company F, 229th MI, 12:55.

## Family Symposium set for March

The Presidio of Monterey will hold a Family Symposium March 11 and 12. The purpose of the symposium is to direct actions to improve family programs, benefits and entitlements for the total Army family.

Individuals are invited to submit concerns and issues to be addressed at the symposium. Those who are interested in being a delegate or facilitator for the symposium should also contact Army Community Service at 242-7660.

The

**GLOBE**

magazine is now available on the  
World Wide Web through the  
Presidio of Monterey's home page  
by accessing

<http://pom-www.army.mil>  
on the worldwide web.



# Army turns over 52 acres excess land, facilities to Marina

Story and photo by Bob Britton

**F**ort Ord's excess land and facilities became smaller during a land transfer ceremony at the former Sports Arena Nov. 25. The Army and the National Parks Service formally transferred 52 acres of the former Fort Ord recreational facilities to the city of Marina as part of the Fort Ord closure process.

Col. David Gross, the Presidio garrison commander, spoke briefly at the ceremony and mentioned local celebrity and film star Clint Eastwood used to be a lifeguard at the Fort Ord swimming pool in 1952 during his active duty Army days.

"The Army is glad to turn this property over to Marina," Gross said. "We are showing the nation the military can transfer Base Realignment and Closure property over to civilian use."

For the land reuse process, the National Parks Service and the Interior Department acted as the federal middleman between the Army and Marina, mentioned John Reynolds, the regional director of the National Parks Service. "Our federal agency is all over the country helping local communities develop and create recreational areas," he said. "These Fort Ord lands are transferred for park and recreation purposes and shall remain available for the public's use and enjoyment in perpetuity."

The actual property transfer consists of 5.71 acres for the joint sports arena, swimming pool and recreation center area, 15.03 acres for the barracks near the sports complex, 4.0 acres for the Third Street tennis courts, and 27.23 acres for the combined equestrian center and radio facility area.

Although this ceremony formalized land transfer agreements between the Army and the city of Marina, the city's



**Col. David Gross, Presidio of Monterey garrison commander, gets a roller hockey lesson at the former Fort Ord Sports Arena, now the home of Water City Roller Hockey.**

recreational department has been informally using these facilities for several months. The riding stables became the Marina Equestrian Center; the former Military Amateur Radio Station hosts local amateur ham radio operators and equipment; the recreation center is used for aerobic activities; and the former Fort Ord Sports Arena is the home of Water City Roller Hockey.

Soldiers and their families used the Olympic-sized swimming pool for several water activities when Fort Ord was operational. For example, people swam recreationally, and the American Red Cross held lifesaving and swimming classes and trained lifeguards. Soldiers learned how to "drown proof" themselves with combat gear on and use their battle dress uniform trousers as flotation



devices. Since Fort Ord closed, the former pool remains boarded up indefinitely, since it would cost too much to renovate it or maintain it annually.

"Previously, the city of Marina had 30 acres for parks and recreation," said Marina Mayor Jim Vocelka. "With this property transfer, we now get 52 more acres worth about \$3 million. The city gets this sports arena, the former Fort Ord swimming pool and the adjacent recreation center, the equestrian center – formerly the Fort Ord Riding Stables – some tennis courts and the former military amateur radio station."


The former Sports Arena no longer features basketball or volleyball games, weightlifting, sauna rooms, or periodic boxing or wrestling matches that were popular when the 7th Infantry Division (Light) soldiers called Fort Ord home. Instead, indoor roller hockey is the only

activity now.

"Thanks for giving us the opportunity to use this sports arena and change it into an indoor roller hockey arena," said Mark Thomas, the president of Water City Roller Hockey. "We recently renovated the floor for \$40,000 to make this a world-class facility. We have 38 roller hockey teams competing and using the arena. The 400 players range from age 6 to age 60 and come from Big Sur, King City, local communities and up to Aptos near Santa Cruz."

Rep. Sam Farr, D-Carmel Valley, 17th District, also spoke at the ceremony and said the land transfer was a win-win situation for Marina and the Army. Before Fort Ord closed, the military community had an annual payroll of about \$500 million, much of it spent in the local communities. That disappeared when Fort Ord closed in September 1994.

"The Fort Ord redevelopment affects different federal, state and local agencies," said Farr. "We only can give federal property free to other federal agencies, state and county agencies, to homeless agencies, for educational purposes and for recreational parks. The 7,000-acre park area turned over to the Bureau of Land Management on the former Fort Ord is the largest recreational park in the area and is open to everybody."

"This transfer today is a bright light, which also involves a small business vision for the future," Farr said. "Although the National Parks Service owns the property for the next 30 years, Marina has the recreational use of the property. Water City Roller Hockey had a vision to convert the sports arena into an indoor roller hockey facility, which now has the best floor in the state of California." 

## Marine Corps Detachment members celebrate birthday



(Left) Maj. Sandy Sanford, commander of the DLIFLC Marine Corps Detachment, speaks at the Corp's 222nd birthday celebration, Nov. 10 at the Monterey Custom House Plaza. Sanford read the proclamation which



gave California and 500,000 acres of western land to the United States when Commodore John Drake Sloat's fleet landed at Monterey in 1846. (Right) The U.S. Marine Corps Detachment's silent drill team per-

forms a drill at the Monterey Custom House Plaza. The Marine Corps celebrated its 222nd birthday during the ceremony that day. (Photos by Bob Britton)

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# Wife reflects on Dr. Hans Munzer, his career accomplishments

By Bob Britton

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*(Editor's note: Dr. Hans Munzer was born in Frankfurt, Germany, on Nov. 25, 1916, and died May 15, 1976, in Monterey. He was a faculty course developer and educational researcher when he died. While working at the Army Language School and Defense Language Institute, he also taught at Monterey Peninsula College, the Monterey Institute of Foreign Studies and the Academy of Arts and Humanities. Munzer Hall was dedicated in his honor Feb. 21, 1979, with 350 invited guests. His wife, retired Col. Grace Munzer, lives in Pacific Grove and spoke to the Globe about her husband.)*

**D**r. Hans Munzer learned languages at an early age in Frankfurt, Germany. Both of his parents were trilingual, and his father worked on the editorial staff of the *Frankfurter Zeitung*, a famous newspaper published in both German and French.

As a toddler, he learned German from his parents and French from the French soldiers stationed in Frankfurt after World War I. He also studied English in England at the age of 12, according to his wife, retired Col. Grace Munzer. As Hans grew up in Frankfurt, his parents enrolled him in a gymnasium or German school (combined high school and junior college equivalent) specializing in modern languages. This private facility taught modern and some classical languages.

"You would think his being Jewish, he would have chosen Hebrew as one of his required classical languages, but he didn't," said his wife. "Instead, he selected classical Arabic and Latin because he loved Arabic poetry from the classical era. Then he added Italian and Swedish before he graduated from the gymnasium. He considered himself extremely fluent in the two classical languages as well as in French, German, English, Swedish and Italian. What he meant about being fluent in a language was that he could discuss world affairs, international finance, the classics and the sciences with great ease in those seven languages."

## **Munzer's college language training**

Since the Nazi Party controlled everything in Germany when he finished at the gymnasium, he couldn't attend a German university or join the German army because of his religion. However, three of his gymnasium professors considered him a very bright student and helped him get into college away from Germany. These educators wrote letters to faculty friends of theirs who were on staff at foreign universities. They explained Hans' predicament of being bright with no money and asked if he could get some kind of a scholarship.

Padua University in Italy, Zurich University in Switzer-

land, and Union College in Schenectady, N.Y., all accepted Hans, but he decided to go to the United States and attend Union College. "When he arrived in Schenectady, he had \$2.50 in his pocket and brought two footlockers, which had more books than clothes. He was a bookaholic," she said.

He earned his bachelor's degree in Germanics in two years and received his Phi Beta Kappa key from the National Scholastic Honor Society. The college never collected a penny from him but gave him an outstanding education. However, after he died his wife established a scholarship fund in his name at Union College to assist deserving language students. As an honors student, Hans earned the prestigious President Taft fellowship award to study for his master's degree, with all expenses paid and him getting a stipend, from the University of Cincinnati, Ohio, mentioned his wife.

"He finished his master's program in Germanics with honors in two years. Next, he received the President Harrison fellowship for his doctoral studies in languages at the University of Pennsylvania in Philadelphia, Pa.," said his wife. "That was in 1941. The United States declared war on Germany and Japan at the end of the year. Hans was still a German citizen, and he knew he dared not return to Germany."

## **World War II experience**

Shortly after starting his doctoral degree requirements, he dropped out and enlisted in the American Army. Hans spent almost three years in the Army during World War II in field artillery and civil affairs. He saw action on the Normandy beaches and two other major campaigns.

"Before going overseas, Hans had a lot of stateside exposure and knew what the military was doing. But he was a made-to-order linguist," his wife said. "The Army assigned him to target acquisition with a Field Army artillery unit with 155mm howitzers. In this role, he had to know the exact target location area. He did know the area. As a teenager, he belonged to a German bicycle club which rode all over the area west of the Rhine River in Germany, and into Belgium and Luxembourg. He knew all the locations of the bridges, the German army training areas and similar places used by the Nazis. His knowledge and fluency of French helped his unit as they stormed the Normandy beaches and went into Belgium."

By the time Germany surrendered, Hans was stationed in Linz, Austria, with the American military government. He helped screen potential Austrian employees and made certain no Nazis were hired to help run the postwar government.

While stationed in Austria, he learned his mother was in a nearby displaced persons camp. She had been released from a Nazi death camp in Czechoslovakia and sent to the camp. His mother was almost 70 years old and had no place to call home.

So Hans mustered out of the Army, returned to the United States and worked for the Navy Department for a year translating captured Nazi navy logs. Then he worked briefly for the Central Intelligence Agency. During this time, Hans was able to get his mother shipped from Austria to the United States and join him, his wife mentioned.

### University language teaching

Hans next took a job teaching German at Rutgers University in New Brunswick, N.J., for two years. Although he still only had his master's degree, college officials allowed him to live in faculty housing with his mother.

"She learned how to be an American," said his wife. "It was a good opportunity for her to improve her English and learn more about American customs. During this same period, Hans' sister arrived from London, where she had spent the war years. Soon thereafter, she got married and moved to St. Louis. Once settled there, Hans sent his mother to live with her, while he returned to the University of Pennsylvania to resume his doctorate studies."

Although Hans had no fellowship this time, he used the GI Bill to pay for this part of his education. He finished his doctorate in Germanics in 1951, but needed money to start again in a new location. This time he took a temporary one-year teaching position at Bates College in Maine and filled in for another professor who was on sabbatical leave. While at Bates, he applied for a faculty position at the Army Language School and started here in 1952.

En route to Monterey, Hans stopped at his sister's house in St. Louis, picked up his mother and brought her to California with him in 1952. She took care of his house until 1959, when she started having health problems. Hans found her a good senior citizen nursing home in San Francisco, a city where she could enjoy and see local opera productions, his wife mentioned.

### Munzer's marriage

Col. Grace Munzer met her future husband in the early 1960s when he was an instructor at Monterey Peninsula College. After she completed that course, she took another one with a different instructor. That's when she started dating Hans. About 18 months later, they were married in the Presidio of Monterey chapel and had their reception on the old officers club which is now Weckerling Center. A year later, she was still on active duty at Fort Ord as the clinical laboratory officer in the



**Retired Col. Grace Munzer and her husband, Dr. Hans Munzer, in a photo taken shortly after their marriage in 1961.**  
(Courtesy photo)

hospital and promoted to major.

Hans devoted his life to improving languages, he took patriotic pride in his wife remaining in the Army Reserve and making it to the rank of colonel. He fully supported her career and frequently visited her at different duty assignments or military schooling.

During their marriage Hans and Grace Munzer frequently traveled within the United States and abroad.

While she shopped, he

browsed in second-hand bookstores and bought many rare books.

"When Hans passed away, I donated 600 of his collected textbooks to the Stanford University library," she said. "They were books he had collected, and some of them were rare volumes. I had no idea how to appraise them or know what they were worth. Books were Hans' great love, and architecture was second, especially with knowledge about buildings with historical significance. One of his ancestors designed many famous buildings from Hungary to Germany."

During his life, Hans enjoyed attending operas and classical music concerts, bicycling, mountain climbing and swimming.

### Army Language School and Defense Language Institute

When Hans started his career at the Army Language School in 1952, he already had three years teaching experience at the university level. He had never written language textbooks, but he quickly got into that phase of language training.

Hans served as a German platform instructor until 1962, and then he became the course developer in the German department. While he was teaching, he was critical of course material because it was difficult to teach and difficult for students to learn, his wife mentioned. Also, one of the other German professors had served in the German army during World War II and contributed material from his viewpoint.

"Hans thought this was wrong and thought (the school) should teach German from the newer NATO alliance forces and change the curriculum to reflect these changes," his wife said. "Otherwise, many students felt they learned useless garbage which they couldn't use when they were assigned to postwar Germany. With Hans' criticism, his peers asked him to do better

**continued on page 20**

continued from page 19

and rewrite the course material. So Hans rewrote much of the German course materials and material for other languages.”

When Hans became the German course developer in 1962, the course was in disarray. So, he completely rewrote it. Other course developers followed suit, his wife said.

“As a course developer,” his wife said, “he was writing for the future and rewriting everything which had been done in the past. By the time he died in 1976, he had written about 46 language textbooks, mostly in German, and he had helped write textbooks for other languages.”

During Hans’ last few years, he still revised courses, although his primary job was working in the curriculum and research development part of the Institute. He was responsible for other instructional programs and accumulating the archive system in the resource center. He was also responsible for a group of 64 rarely taught languages which needed at least a framework structure of a course, in case they became important later to the Defense Department. One such course he developed was Pashtu used to teach that language during the Afghanistan War in the 1980s, his wife said.

His main job was doing framework course material for the 64 rarely taught languages, many in India and in Africa, and this archive material helped him considerably. Although he didn’t speak these languages, he took word lists from Bible translations and found word frequencies and meanings from them. Then he proceeded to sequence instructional material for the frameworks.

“That material is all around the Institute, and Pashtu was one of them,” said his wife. “Pashtu had to be beefed up into a regular course in time for the Afghanistan War. So this language became important. I suspect the same applies to some of these East African countries where soldiers have been sent in recent years. Many of these obscure languages were considered as potentially strategically important to the future of the United States.

“He also worked on many African languages and helped the German army establish its own military language school, based on DLI,” she said. “He was a workaholic and completely dedicated to his language work.” Later in his career at the Army Language School and Defense Language Institute, he picked up some Slavic languages, Burmese, Farsi, Hebrew and Korean, but he didn’t consider himself fluent in them. Many times during the marriage, he would bring home newspapers in these other languages and read them, his wife mentioned.

### Language Archive

“Hans knowledge of languages was unbelievably vast,” she said. “He had a good handle on how to construct a course in a scientific and systematic way. He made up word lists according to the frequency of the word’s occurrence in the languages. He made sure the most frequently used words were used more often in the instructional material, and he saved infrequent words for special occasions. He did the same thing with grammar structures.

“At home we had several boxes filled with 3 x 5 cards listing his word frequencies in the different languages,” she continued. “Hans worked so hard putting those lists together. Each

time he wrote something with certain words, he made his frequency check lists on the cards. His method was systematic, and he was a great advocate of approaching instructional material this way.”

Beside teaching and developing course curriculums, Hans took pride in updating the school’s archives and resource center. At the time, one of the best known language archives was at Indiana University in Terre Haute. Hans visited their archives and returned dismayed, saying the archives were a disappointment.

“He mentioned that DLI was developing and using more original work than the Indiana archives presented,” his wife said. “He thought DLI should have its own language

archive and resource center at the Presidio. So, he added to old DLI archive material some new material he gathered from missionary and other institutions. He wrote to them privately asking for material. Many missionary societies were very generous with his requests. Hans took much pride in this project, since he accumulated thousands of volumes of reference material for the DLI schools.”

After Hans died in 1976, the Army decided to memorialize a building after him for all of his achievements at the Institute. Munzer Hall was named after him in 1979. This is one of the few buildings named after a civilian, instead of a military linguist.

“To be frank, I always thought he was terribly under-appreciated here and many times urged him to take employment elsewhere,” said his wife. “He considered the ideas, but decided to remain at DLI. He said the school was doing something for the country, and other language facilities were not. He always thought of others before himself and never wanted to give himself a pat on the back for this excellent work. When the building was dedicated, I felt quite satisfied that he was not under-appreciated. In fact, he was very much appreciated, and that made me feel good.”



**This plaque outside Munzer Hall lists some of Dr. Hans Munzer’s accomplishments.**



# Volunteers assist with Pebble Beach golf tournament

Story and photo by Bob Britton

**W**hen the Monterey Kiwanis Club needed volunteers for the Calloway/Pebble Beach Invitational Golf Tournament Nov. 20-23, about 250 Defense Language Institute Foreign Language Center students and staff answered the call. They met celebrity pro golfers, parked cars, sold tickets, directed traffic, carried scorecards and helped marshal visitors around Pebble Beach Golf Links, Spyglass Hill Golf Course and Del Monte Golf Course.

Some of the pro golfers teeing off on Spyglass Hill Golf Course Nov. 21 included Roger Maltby, Johnny Miller, Chi Chi Rodriguez, Johnny Miller Jr., Bob Murphy and John Daly.

"The Presidio of Monterey's volunteers are excellent and willing to do anything to help out," said Gael Owens, the Kiwanis Club volunteer coordinator for the event. "Most of the DLIFLC people are students, with some working the first two days and others working over the weekend. This year we had an overwhelming request for the number of volunteers. I love being the point of contact for the volunteers and like working with the DLIFLC young people because of their zest for life."

Some of the military volunteers carried 25-pound signs around the golf courses from hole to hole. These signs indicated who was over or under par and who the leaders were during the

different days of the tournament.

This golf tourney has existed for 26 years, and the local Kiwanis Club has sponsored volunteers for 22 years. Each year the nonprofit, charitable organization sponsors two big events to raise money for needy projects. One is the annual Monterey Bay Squid Festival, and the other is this golf tournament. In both cases, DLIFLC turns out in full force with volunteer support.

Whenever Owens needs military volunteers, she requests them four months ahead. She works closely with Al Macks, the DLIFLC volunteer coordinator in the Public Affairs Office. "The Kiwanis Club couldn't exist without the military volunteers from the Institute to help us out," Owens said.

During competition Nov. 21, Navy Seaman Micaela Nava, a Vietnamese language student from the Naval Security Group Detachment Monterey, helped park cars at Spyglass Hill. She also talked with pro golfer Chi Chi Rodriguez. He told her he served in the Army field artillery a long time ago at Fort Sill, Okla., and Camp Chaffee, Ark., as a 155mm howitzer gunner.

"I like volunteering for different events," Nava said. "Last year, I volunteered for the AT&T Pebble Beach Pro-Am Golf Tournament and the Navy's Christmas in April volunteer program. Students who volunteer weekdays for these events must be very bright academically to miss classes at the Presidio of Monterey."

"I love volunteering and selling tickets for this golf event,"

said Linda Wendell, the spouse of Air Force Maj. John Wendell, who is studying Thai. After he graduates, he will go on to a Joint United States Military Advisory Group assignment.

Petty Officer 2nd Class Robert Scott, a NSGD Spanish student, volunteered last month for the Red Ribbon Walk. During the tournament, he was a gate guard directing traffic into and away from restricted areas at Spyglass Hill. "It's nice seeing different places for free and being in a nice area."

Petty Officer 1st Class John Scott, a NSGD advanced Russian student, also served as a gate guard at Spyglass. "I enjoy volunteering. Volunteering is a good opportunity for military people to participate in the local community," he said. "Previously, I volunteered at the Laguna Seca races and the Squid Festival." Seaman Amber Hammond, a NSGD Russian student sold tickets at Spyglass. "I've volunteered previously with the Heart Association, the Laguna Seca races and other events. I like helping others and volunteering whenever I can."



Pro golfer Chi Chi Rodriguez talks with DLI volunteer Seaman Micaela Nava, a Vietnamese language student, at Spyglass Hill Golf Course Nov. 20. Nava volunteered to guide cars into parking lots during the tournament.

# Presidio Pulse

*What recreational facilities such as Price Fitness Center and Outdoor Rec do you use and how would you improve them?*



*"I use the weight room and basketball courts as well as the martial arts room. I think recreational activities can be improved by having more organized events such as formal martial arts training and year round intramural leagues."*

Navy Seaman Apprentice Kristy Maloney, Spanish student, Naval Security Group Detachment



*"Compared to other fitness centers I've seen at other bases, Price is the best. ... One thing that does need improvement is the track near the post exchange. Currently there are too many holes that could cause injuries."*

Navy Petty Officer 2nd Class Michael Schmidt, Serbian-Croatian, Ukrainian student, NSGD



*"I use Price Fitness Center. If I could change anything about Price Fitness Center, it would be to improve ventilation in the gymnasium area. It always feels stuffy when I play basketball in there."*

Army Spc. LaBront Scott, Administrative Specialist, Protocol Office, Headquarters and Headquarters Company Element



*"I use Price Fitness Center. I'd like to see more aerobics classes offered. I'd also like to see the 5-lb., 10-lb., and 15-lb. weights put in the free weight room so you don't have to check them out everytime you use the gym."*

Air Force Airman 1st Class Lea Newman, Chinese Student, 311th Training Squadron



*"I am pretty happy with the use of Price Fitness Center. I have no problems because they have everything that I would need for a good workout. The only suggestion I have would be to hire personal fitness trainers for serious personnel who want good workouts through a weight loss program."*

Army Sgt. Mario Gutierrez, Adjutant General's Office, Headquarters and Headquarters Company Element



*"I frequent the gym every lunch hour. I love using the Nordic-Trac and the Nautilus machines. I sure wish there was a large screen television mounted on the wall that I could tune into with my headphones. Background easy listening music would also be nice."*

Bonnie Caudle, Department of the Army Civilian, Equal Employment Opportunity Assistant

**(Inputs compiled by and photos by Petty Officer 1st Class T.E. "Scoop" Hansen)**



*"I use both facilities quite frequently — the fitness center for weights and racquetball and the rec center for pool. The biggest change I would like to see is a swimming pool. I love to swim, but it's a pain and expensive to use (an off-base) sport center. I have heard many people say they like to go swimming ... The Naval Postgraduate School pool is nice, but it is seasonal."*

Army Pfc. David Kopecky, Arabic student, Bravo Company, 229th Military Intelligence Battalion



*"I enjoy using the facilities at Price Fitness Center. Their equipment is up to date, and I find it is more than adequate to get a great workout. My recommendations for improving the gym would be to add a hot tub and a climbing wall. A nice soak in hot water would feel great after a workout. Rock climbing walls are a great way to work your entire body."*

Navy Seaman Apprentice Lynda Carpenter, Hebrew Student, Naval Security Group Detachment

## Dean's Honor Roll

### ARABIC

#### First Semester

Pfc. Rebecca Gann

#### Third Semester

Pfc. Christopher Malone

### PORTUGUESE

#### First Semester

Lt. David Simpson

Capt. Joel Woodward

### RUSSIAN

#### First Semester

Spc. Brad Anderson

Airman 1st Class William Gilbert

Spc. Thomas Husson Jr.

Airman 1st Class Angela Shatraw

Airman 1st Class Frank Vasquez

### SPANISH

#### First Semester

Capt. James Bennett

Capt. Alexander Berger

Pfc. Jennifer Carr

Airman John Chapman

Airman 1st Class Mitchell Elkins

Airman 1st Class Amy Espinoza

Warrant Officer 2 Douglas Frank

Seaman Kimberley Herrera

Pvt. 2 Katrina Hille

Seaman Recruit Ryan Inks

Pfc. Sean Lippert

Spc. Laurel Maik

Master Sgt. John McNulty

Spc. Erick Miyares

Spc. David O'Donnell

Capt. Robert Pfost

Pvt. 2 Donald Powell Jr.

Lance Cpl. Sandra Price

Maj. Antonio Raimondo

Capt. James Raymer

Petty Officer 2nd Class Robert Scott

Seaman Recruit Shirley Shuler

Spc. Richard Spencer

Pfc. Cheryl Spires

Lance Cpl. Darryl Thompson

Airman Kelley Turner

Seaman Apprentice Jennifer Voros

Pfc. Thomas Willoughby

### THAI

#### Second Semester

Master Sgt. John Trujillo

## Graduations

### ARABIC

Seaman Angela Angel

Airman 1st Class Darcy Bailey

Senior Airman Maren Barney

Airman 1st Class Ernest Bush

Airman 1st Class Joseph Desantis Jr.

Airman 1st Class Jennifer Dierkes

Pfc. Amanda Rowan

Airman 1st Class Aaron Hassen

Staff Sgt. Marvin Haws

Airman 1st Class Laura Hertz

Seaman David Holter

Airman 1st Class Jason Jones

Airman 1st Class Russell McDonald

Airman 1st Class Richard Miller

Airman 1st Class El-Sheikh Musab

Warrant Officer 2 Harald Olsen

Staff Sgt. John Parker Jr.

Airman 1st Class Guy Pearson Jr.

Airman 1st Class Sherry Schuh

Airman 1st Class Jennifer Scollan

Airman 1st Class Martin Steele

### CHINESE-MANDARIN

Airman 1st Class Monica Charvat

Spc. Susan Cole

Spc. Kerry Fatula

Sgt. Christopher Hendrix

Sgt. Jennifer Hendrix

Airman 1st Class Ricki Manning

Sheila Peace

Maj. Miguel Riva

Airman 1st Class Benjamin Rowland

Airman 1st Class Sean Schneider

Staff Sgt. Jeffery Shoemaker

Seaman Daniel Trausch

Airman 1st Class Lexi Trim

Airman 1st Class Liane Zivitski

### CZECH

Pvt. 2 Angelyn Brown

### HEBREW

Airman 1st Class Nathan Allen

Airman 1st Class Fiona Bishop

Seaman Heather Bromenshenkel

Sgt. Christopher Culling

Airman 1st Class Clifford Morgan

### KOREAN

Spc. Andre Abaygar

Pfc. Christopher Adair

Seaman David Ammons

Airman 1st Class Danny Annis

Lance Cpl. Jalana Mogilewski

Airman 1st Class John Benson

Pfc. Michelle Birdsong

Pfc. Brandon Boe

Staff Sgt. Susan Elizabeth Bower

Airman 1st Class Lisa Breining

Seaman Amy Brown

Pfc. Ryan Cash

Pfc. Feliz Chavez

Airman 1st Class Stephanie Chereck

Airman 1st Class Danielle Fuller

Pfc. Andrew Cunningham

Lt. j.g. Markus Dale

Airman 1st Class Aaron Eggers

Sgt. Patricia Fortier

Airman 1st Class Sally Foster

Pfc. Gregory Galstad

Spc. Kirkwood Gillespie

Airman 1st Class Lynn Gonzales

Airman 1st Class Aaron Hainer

Spc. Keith Herold

Spc. Stacy Janke

Airman 1st Class Karen Jubenville

Pfc. Jordan Keenan

Spc. Dezi King

Lance Cpl. Joe Lai

Spc. John Lenart

Seaman Richard Linsley III

Pfc. Nicholas Lubovich

Airman 1st Class Christina Miller

Pfc. DeAnn Nyquist

Lance Cpl. Sally Parker

Pfc. Jeremiah David Paul

Sgt. James Penn

Spc. Brian Peterson

Pfc. Daniel Poorte

Airman 1st Class Stephen Pratt

Lance Cpl. Mitchell Pray

Spc. Amy Elizabeth Rogers

Spc. Andrew Schlessinger

Seaman Ryan Shroyer

Spc. Christopher Trotter

Airman 1st Class Lisa Turner

Spc. John Alexander Washam

Lance Cpl. Garrett Wright

### RUSSIAN

Capt. Robert Moore

Capt. Jeffrey Oppenheim

Capt. Christopher Wallace

Capt. Michael Yuschak

Capt. Frank Zachar

## **PUBLIC AFFAIRS OFFICE**

Defense Language Institute Foreign Language Center

Presidio of Monterey, CA 93944-5006

### **OFFICIAL BUSINESS**



(L-R) Col. Daniel Devlin, DLIFC commandant and DLIFLC and Presidio of Monterey commander; Capt. Susan Meyer, outgoing commander of Headquarters and Headquarters Company Element; Capt. Ki Yee, new commander of HHC Element; and HHC First Sgt. Michael Nicholson participate in the change of command ceremony at Soldier Field Dec. 16. The unit's guidon or colors are passed from the first sergeant to the old company commander, to the installation commander, to the new company commander and back to the first sergeant to signify a change of leadership. (Photo by Bob Britton)